

# School Based Mental Health Supports & Services

Dr. Heather Chamberlin-Scholle



# TODAY'S AGENDA

- Mental health facts (national and district data)
- How students mental health and well-being are supported in CVUSD
  - Site Level supports
  - General Education supports
  - Wellness support
  - Special Education Supports Mental health

# Relevant National Data Regarding Mental Health Needs of Students

- 1 of 5 children experience a mental health challenge during development (U.S. Department of Health and Human Services)
- From March through October 2020, mental health related emergency room visits increased 24% among 5 to 11 years olds and 31% among 12 to 17 year olds (Centers for Disease Control and Prevention)
- 7.1% of children aged 3-17 years (approximately 4.4 million) have diagnosed anxiety and 3.2% of children aged 3-17 years (approximately 1.9 million) have diagnosed depression (Journal of Pediatrics, 2018)
- For children aged 3-17 years with anxiety, more than 1 in 3 also have behavior problems (37.9%) and about 1 in 3 also have depression (32.3%) (Journal of Pediatrics, 2018)

# Snapshot of Students in Need

	2018-2019	2019-2020	2020-2021*
Risk Assessments Completed	276	165	108
Red Flag Warnings	Not Implemented	Not Implemented	610
Psychiatric Hospitalizations	Data not available	Data not available	82
Administration of Brief Risk Reduction Interview Intervention Model (BRRIM)	154	92	46
Request An Appointment/Support Line	Not Implemented	12	45

\*Recognize this year's data might not be comparable to prior years due to COVID.

# CVUSD Student Risk Data

*2017-2018: 181*

- Grades K-5: 1
- Grades 6-8: 115
- Grades 9-12: 65

*2018-2019: 276*

- Grades K-5: 9
- Grades 6-8: 157
- Grades 9-12: 110

*2019-2020\*: 165*

- Grades K-5: 7
- Grades 6-8: 83
- Grades 9-12: 75

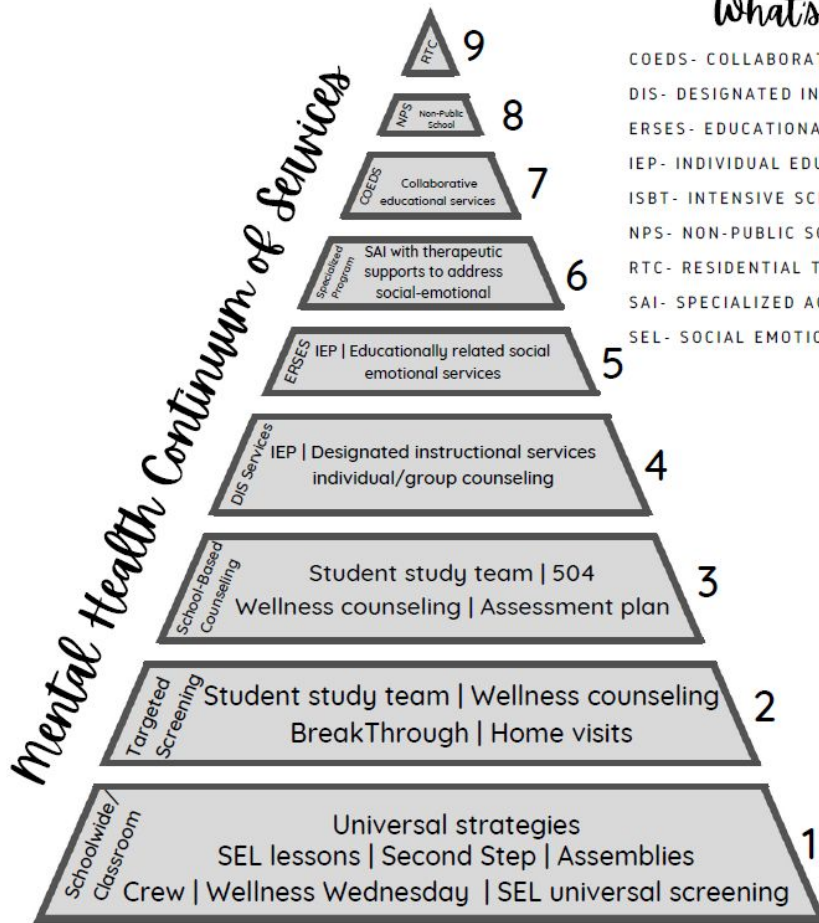
\*last day with students on campus was 3/13/2020

# General Education Support

# Site Level Supports

- Classroom visits
- Schoolwide Assemblies for SEL
- Crisis Support/Intervention
- Group and Individual Counseling
- Parent Workshops





## What's that mean?

COEDS- COLLABORATIVE EDUCATIONAL SERVICES

DIS- DESIGNATED INSTRUCTIONAL SERVICES

ERSES- EDUCATIONALLY RELATED SOCIAL EMOTIONAL SERVICES

IEP- INDIVIDUAL EDUCATION PLAN

ISBT- INTENSIVE SCHOOL-BASED THERAPIST

NPS- NON-PUBLIC SCHOOL

RTC- RESIDENTIAL TREATMENT CENTER

SAI- SPECIALIZED ACADEMIC INSTRUCTION

SEL- SOCIAL EMOTIONAL LEARNING



# CVUSD Framework for Social Emotional Learning and Mental Health

## Multi-tiered Systems of Supports (MTSS)

### --Tier 1 - All Students (Social-Emotional Learning):

Access learning opportunities to develop SEL skills

Naturally incorporated into the instructional day

Age/grade appropriate lessons, delivered in the general education setting, to make SEL more explicit

Pro-social and adaptive SEL skills clearly messaged on campus (set expectations) and reinforced (provide both positive and constructive feedback)

### --Tier 2 - Some Students (Wellness):

To support students who are observed to need additional instruction, practice opportunities and modeling to develop pro-social and adaptive SEL skills

Ongoing general education small group and/or individual learning opportunities and intervention

Student Study Team meetings, with families, identify the needs and general education interventions

### --Tier 3 - Fewer Students (Mental Health):

For students with an established pattern of social emotional and/or mental health needs, which is significantly interrupting the student's access and success with their education

Requires an Individual Education Plan

There are 3 tiers of interventions service levels within MTSS Tier 3

# Wellness Supports

What are they?

Drop-in

Classroom presentations

Workshops

Small group

Individual support


Where are they?

High schools have designated rooms and are staffed with mental health professionals daily from 8:00 am to 4:00 pm

Middle schools will be staffed part-time with mental health professionals

# Wellness data first 10 days of school


- 607 high school student visits were logged in wellness rooms
- 365 high school students received classroom social emotional lessons



# BreakThrough








STUDENT ASSISTANCE PROGRAM

**BREAKTHROUGH** [Departments](#) / [Student Services](#) / [Student Support Services](#) / [BreakThrough](#)



Offering confidential services and supporting academic and personal achievement. One family at a time is how the BreakThrough team supports students and families because **every student matters.**

The Breakthrough Student Assistance Program helps students and their families navigate their way through the school system safely and successfully. Breakthrough welcomes any student, Kindergarten through 12th grade, and his/her family in the Conejo Valley Unified School District. Students and/or parents can self-refer to the program or be referred by concerned administrators, staff members, parents, or friends due to:

-  Individual or family stress
-  School challenges
-  Family changes
-  Attendance concerns
-  Substance abuse concerns
-  Safety concerns
-  Mental health concerns

# Special Education Supports & Services

# **Special Education Social-Emotional Supports**

Individual Counseling

Group Counseling

Social Skills Groups

ERSES

COEDS

# ERSES & COEDS

## **EDUCATIONALLY RELATED SOCIAL EMOTIONAL SERVICES (ERSES)**

- Ongoing behavior Interventions and follow-up
- Counseling – individual – longer term relationship
- Counseling groups
- Social Work Services – Linking therapy – behavior – home – school – resources

## **Collaborative Educational Services (COEDS)**

In home support

Option 1 – Behavior Interventions, student level support (Youth Partner)

Option 2 – Social work services (Family Case Manager) and Parent-to-Parent support (on LRE page)

Option 3 – Youth Partner, Family Case Manager, Parent Partner support

**It's relationships not programs that change children. Young people thrive when adults care about them on a one-to-one level, and when they have a sense of belonging to a caring community.**

